

Business and Communication Systems

General Certificate of Secondary Education **1950/02**

Higher Tier

Mark Scheme for June 2010

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All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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Annotation	Meaning	Guidance
L1	Level 1 mark point	Level of response questions – 1 stamp usually indicates 1/6 awarded, 2 stamps = 2/6
L2	Level 2 mark point	Level of response questions – 1 stamp usually indicates 3/6 awarded, 2 stamps = 4/6
L3	Level 3 mark point	Level of response questions – 1 stamp usually indicates 5/6 awarded, 2 stamps = 6/6
BOD	Benefit of Doubt	Where you've just awarded a mark, e.g. for slightly vague/poorly worded responses.
NBOD	Not Benefit of Doubt	Where you've just not given a mark e.g. for very vague/poorly worded responses.
^	Missing required information necessary to award mark	e.g. on the agenda where part of required detail is missing e.g. "a proposal for a new consultant of the month award". A ^ at the beginning of the phrase will indicate that "discussion of" is missing and so the mark point has not been met in full.
REP	Repeats earlier point where mark was awarded	
Highlight tool	Highlights any area of the mark screen	e.g. to highlight a phrase in the question the candidate failed to address e.g. explain two benefits to customers when the answer discusses employees.
Tick	Correct point e.g. identifying	
Cross	Incorrect point/reason	
E	Expansion (of point previously ticked)	Use to indicate development marks instead of further ticks
ECF	Error carried forward	We do not require the use of this tool on this occasion.
R1	Required point 1	Use on the agenda/notice where, in the case of the notice, 1 mark is given for 3 correct items and 2 marks are given for four correct items. Put R1 against the first item, R2 against the second and then give one or two ticks if there are further correct items.
R2	Required point 2	
R3	Required point 3	Use of R3 is not required.

8. The Comments box

The comments box will be used by your PE to explain their marking of the practice scripts for your information. Please refer to these comments when checking your practice scripts. You should only type in the comments box yourself when you have an additional object of the type described in Appendix B of the Handbook for Assistant Examiners and Subject Markers.

Please do not use the comments box for any other reason.

Any questions or comments you have for your team leader should be communicated by phone, SCORIS messaging system or e-mail.

9. Please send a brief report on the performance of the candidates to your Team Leader (Supervisor) by the end of the marking period. The Assistant Examiner's Report Form (AERF) can be found on the Cambridge Assessment Support Portal. This should contain notes on particular strengths displayed, as well as common errors or weaknesses. Constructive criticisms of the question paper/mark scheme are also appreciated.

Question number	Maximum marks	Rationale	Marking guidance	Mark allocation
1a	2	<p>This tests understanding of passwords and how they can be used to restrict access to a computer system.</p> <p>Weaknesses of the present approach are: the password is too simple; it is a simple phrase that someone could easily guess; there appears to be no requirement to regularly update the password.</p> <p>In this instance, using a more complex password reduces the chances hackers will either guess a password, or memorise one that they view being used.</p>	<p>Possible improvements:</p> <ul style="list-style-type: none"> • use a more complex phrase, e.g. a mixture of letters and characters • do not use a recognisable word • change the password frequently (the system could be set up to require this) <p>1 mark should be given for an improvement, and a further mark for explanation, e.g. by giving an example.</p> <p>Do not accept “do not make passwords so obvious” but give a mark for how eg g@1@xy</p> <p>Examples: You should use a mixture of words and letters (1), for example the password could be changed to g@1@xy (1). A more complex system of numbers and letters (1) would make it harder to guess the code (1)</p> <p>The password should be changed every two weeks (1).</p> <p>The password should be changed more frequently,(1) for example, every two weeks. (1)</p>	1 mark for an identification plus a further 1 mark for an explanation.
1b	6	<p>This question invites candidates to balance the benefits to the business of enabling staff to complete work at home with the security (and data protection) concerns of allowing them to transfer computer data between work and home.</p>	<p>Benefits of this approach:</p> <ul style="list-style-type: none"> • staff can complete work at home • productivity can increase • deadlines can be met • can support home-based working • memory sticks are small and portable <p>Drawbacks of this approach:</p>	Level 1 (1-2 marks): Partial or one-sided analysis, e.g. by identifying/analysing only benefits and/or drawbacks.

Question number	Maximum marks	Rationale	Marking guidance	Mark allocation
			<ul style="list-style-type: none"> • risk of importing viruses from home computers onto head office network • files could be copied/lost • may break data protection legislation • memory sticks are fragile and have a limited life <p>One sided judgement maximum 4 marks.</p> <p>Example answer: It might a good idea because it enables work to be finished at home (L1), so the business will get more work done (L1). However, the stick could get lost and this could cause confidential data to get into the wrong hands. I think security issues are more important than the improvements in work rate, so overall I don't think the business should allow it. 5/6 – <i>balanced judgement based on balanced discussion.</i></p>	<p>Level 2 (3-4 marks): One-sided judgement based on a consideration of either benefits or drawbacks.</p> <p>Level 3 (5-6 marks): Judgement based on a consideration of both benefits and drawbacks.</p>
				[Total: 8]

Question number	Maximum marks	Rationale	Marking guidance	Mark allocation
2a	6		<p>Possible benefits:</p> <ul style="list-style-type: none"> • participants can see and hear each other • conducted in 'real time' • two-way discussion can take place • non-verbal communication can take place <p>Possible drawbacks:</p> <ul style="list-style-type: none"> • cost and availability of the technology • difficult to hold group discussions • short time-delay in transmission • different time-zones <p>Possible alternatives:</p> <ul style="list-style-type: none"> • telephone (conference call) • pre-recorded message • written document <p>Do not credit arguments that relate to Shirley returning to the UK to deliver the briefing as the question states that she is unable to do so.</p> <p>Example answer: Benefits include the fact that participants will be able to see as well as hear her (L1). This means they will pick-up non-verbal communication (L2) so the communication will be more effective (L2). On the other hand, it is hard to hold a discussion with a lot of people (L1) because you cannot always see them on the screen (L2). It is also very expensive (L1) and does not always work properly (L1). I think it would be better if she pre-recorded her presentation (<i>not L3 yet – not justified</i>) because she is giving a briefing (L3), so there would be no need for a discussion (L3).</p>	<p>Level 1 (1-2 marks): Relevant benefits/drawbacks are identified.</p> <p>Level 2 (3-4 marks): Relevant benefits/drawbacks are analysed.</p> <p>Level 3 (5-6 marks): Relevant benefits/drawbacks are evaluated. OR Candidate suggests an improvement with reasons why it overcomes previously considered drawbacks.</p>

Question number	Maximum marks	Rationale	Marking guidance	Mark allocation
2b	6+2	<p>PDA technology is evolving. Some PDAs have a range of other facilities including mobile phone, internet, email capability. PDAs are also being superseded by smart phones. However, the question focuses on the business impact, so non-work related functions (such as games, music, video playing) should not be discussed unless there is a work-impact (which there may be, since the business is a cinema).</p> <p>Weaker responses will discuss the features of the technology, rather than its impact.</p>	<p>Possible benefits:</p> <ul style="list-style-type: none"> increased productivity can work whilst 'on the move' can communicate easier with head office <p>Possible drawbacks:</p> <ul style="list-style-type: none"> can be a distraction from work data security issues expense not justifying the benefits technology could date very quickly <p>Points such as: "small", "light" "portable" "plays music" are not of themselves benefits to the business but can be used to develop analytical points. Eg A PDA is light and easy to carry (0).</p> <p>However:</p> <p>Managers will be able to work whilst on the move (L1). This is because it is light and portable (L2). This will make them more productive (L2). On the other hand there are lots of facilities such as playing games and music (<i>not creditable – features, not benefits</i>) which could be a distraction from work (L1). This could make the managers less productive (L3). Being small they could easily be lost (L1) which will result in a loss of important data (L3). 6/6</p> <p>QoWC Candidates will be awarded marks for the quality of</p>	<p>Level 1 (1-2 marks): Relevant advantages or disadvantages identified</p> <p>Level 2 (3-4 marks): Relevant advantages or disadvantages analysed</p> <p>Level 3 (5-6 marks): Relevant advantages and disadvantages analysed.</p> <p>Guidance: A candidate who analyses only benefits, but not drawbacks will achieve only Level 2. A candidate who analyses drawbacks, but not benefits will also achieve only Level 2.</p>

Question number	Maximum marks	Rationale	Marking guidance	Mark allocation
			<p>written communication according to the following criteria.</p> <p>Ideas are expressed clearly, fluently, legibly and in an appropriate way. There are few errors in spelling, punctuation and grammar (2).</p> <p>Straightforward ideas are expressed relatively clearly, legibly and appropriately. There may be some errors of spelling, punctuation and grammar, but these do not obscure the meaning of the answer (1).</p> <p>Candidate fails to reach the threshold standard in all respects (0).</p>	<p>A candidate who analyses both benefits and drawbacks will achieve Level 3.</p> <p>Quality of Written Communication (QoWC) 0-2 marks according to the guidance in the preceding column.</p>
				[Total: 14]

Question number	Maximum marks	Rationale	Marking guidance	Mark allocation
3ai	2		<p>Formula for cell B7:</p> <p>Allowed answers:</p> <ul style="list-style-type: none"> • B2+B3+B4+B5+B6 • SUM(B2:B6) • SUM(B2)+SUM(B3)+SUM(B4)+SUM(B5)+SUM(B6) <p>The last is allowed because, despite being inefficient, it will work.</p> <p>If in doubt, test the formula; if it works, award the mark.</p> <p>Do not penalise additional = signs, etc that appear at the beginning or end of formulas but penalise = signs that are in the middle; i.e. candidates may start their answer by repeating the = sign given in the frame. Equally, by the time they get to the end of their formula, they might forget that the answer frame began with = sign. These are allowable slips.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Allow "B7= B2+B3+B4+B5+B6" • Allow "B2+B3+B4+B5+B6=B7" <p>DNA "B2+B3=B4+B5" etc or equivalent.</p> <p>Formula for cell D2:</p> <p>Allowed answers:</p> <ul style="list-style-type: none"> • B2 * C2 (DNA B2xC2 as the question asks for a spreadsheet formula) • SUM(B2*C2) – inelegant, but will work. <p>If in doubt, test the formula; if it works, award the mark.</p>	1 mark for each of two valid formulas

Question number	Maximum marks	Rationale	Marking guidance	Mark allocation
			The guidance above regarding use of = sign at beginning or end of formula also applies to this formula.	
3aii	3	Formulas are a more efficient way of performing calculations as if the spreadsheet is edited e.g. by inserting/deleting/editing data the spreadsheet will use the formulas to automatically re-perform calculations and update totals. In addition the formulas themselves can be edited/copied/replicated.	<p>Reasons include:</p> <ul style="list-style-type: none"> • formulas enable automatic updating of calculations... • ...if spreadsheet data is edited • once created a formula can be edited or copied/replicated to other cells... • ...saving time when performing multiple calculations... • ...e.g. down a column of data • it does the calculations for you • minimises human error. <p>DNA “fast”, “saves time” unless qualified.</p> <p>Allow “answer will be correct” only if qualified eg “answer will be correct only if the formula is correct”.</p>	Up to 3 marks for the quality/breadth of explanation. Award a maximum of 2 marks for a list of points that does not contain any development.
3aiii	2	The data will be enhanced by the use of a currency symbol – this could either be inserted manually or (better) done by setting the cell properties to display the data in currency format.	<p>Methods:</p> <ul style="list-style-type: none"> • put a currency sign in front of the data • change the cell properties/format the cells... • ...to currency format <p>DNA changes to the column heading/label (e.g. “put a £ sign in the column heading”) as the question refers to changing the cells containing numerical data (C2:C6).</p> <p>NB the questions relates to HOW not WHY.</p> <p>Examples: Put a £ sign in front of the data (1). 1/2</p>	1 mark for an answer that refers to displaying a currency symbol and 1 mark for stating that the cell properties / formatting should be changed.

Question number	Maximum marks	Rationale	Marking guidance	Mark allocation
			<p>Format the cells (1) to display a £ sign (1). 2/2</p> <p>Change the cell properties (1) to currency values (1). 2/2</p> <p>Change the cell properties (1). 1/2</p>	
3bi	1	<p>This tests understanding of the suitability of different types of charts/graphs for particular purposes and data types.</p> <p>Pie charts are used for exhaustive data (in this case we only have the top 5 films, not all of them, so a Pie Chart is not appropriate).</p> <p>Line graphs are used for continuous data (e.g. temperature). In this case the data is not continuous (there is no 'half-way point' between two films).</p> <p>Scatter graphs are used when there are two variables and the inter-relationship between them is being examined/tested. In this case there is only one variable.</p> <p>Bar charts are used when the data is organised into discrete categories e.g. film titles.</p>	<p>The answer is Bar chart (for the reasons given in the rationale).</p> <p>NB Only mark ticks that are unambiguously assigned to a single type of chart/graph.</p> <p>If more than one tick is given, mark the first tick only.</p>	1 mark for the correct answer.
3bii	1	See the rationale for the previous	Answer:	1 mark for a valid

Question number	Maximum marks	Rationale	Marking guidance	Mark allocation
		question	<ul style="list-style-type: none">A bar chart is appropriate because the data is discrete/not continuous/is category data. Accept "A bar chart because there are five categories"	reason
				[Total: 9]

Question number	Maximum marks	Rationale	Marking guidance	Mark allocation
4a	6	Weaker responses will discuss factors affecting customers and employees. Do not reward unless they are clearly also of interest to the business. For example “customers will appreciate the less crowded foyer” is also a valid (L1) point for the business, but any explanation is likely to be unrelated to the business unless it is something like “so they are more likely to visit the cinema”.	<p>Possible benefits:</p> <ul style="list-style-type: none"> • fewer box-office staff are needed... • ...reducing business costs/improving profitability • ticket sales may increase... • ...as customers may find it more convenient than visiting the cinema • the box office area at the cinema will be less crowded... • resulting in an improved customer experience • can be used to capture marketing information eg ages of customers <p>Possible drawbacks:</p> <ul style="list-style-type: none"> • cost of installing/maintaining the system • data security issues • reliance on technology to secure income <p>DNA answers that do not address the impact on the business.</p> <p>Example: It will be good for the business because it will be able to have more customers (L1) because they are more likely to book tickets if they do not have to travel to the cinema to do so (L2). On the other hand, there is the cost of the system to think about (L1). However I think it should do this because it will almost certainly find that more money comes in than the system costs (L3).</p>	<p>Level 1 (1-2 marks): Relevant benefits/drawbacks are identified.</p> <p>Level 2 (3-4 marks): Relevant benefits/drawbacks are analysed.</p> <p>Level 3 (5-6 marks): Relevant benefits/drawbacks are evaluated.</p>
4b	4	We can expect quite expansive answers to this question as most candidates will have some experience of the issues raised in this question. Weaker responses will focus on the ‘is it OK to	<p>Reasons why this approach is acceptable:</p> <ul style="list-style-type: none"> • it provides useful (marketing) information to both the business and customer • if the teenager gives informed consent then it should be allowed 	Level 1 (1-2 marks): Partial or one-sided analysis, e.g. by identifying/analysing only benefits or

Question number	Maximum marks	Rationale	Marking guidance	Mark allocation
		<p>watch 18 certificate films below that age' issue; better responses will concentrate on the data and BCS related issues.</p>	<ul style="list-style-type: none"> • find out about upcoming films • find out about special offers • helps cinema put on popular films <p>Reasons why it is unacceptable:</p> <ul style="list-style-type: none"> • ethical/moral issues of sending 18 certificate publicity to a minor • data security concerns • business should not use personal data for marketing/publicity purposes • might break data protection • do not need all the information, only email address needed <p>NB One sided answer maximum 2 marks.</p> <p>Example answer: Yes, it is OK for business to collect this type of information. This is because teenagers are interested in films and would like to know what films are coming out soon (L1). This will help them to choose the films they want to see (L1). There are problems though, such as the cinema must make sure hackers do not get hold of the data (L1), otherwise the teenagers could suffer from identity fraud (L2). So as long as it follows the Data Protection Act the cinema should collect the data (L2). 4/4</p>	<p>drawbacks.</p> <p>Level 2 (3-4 marks): Judgement based on a consideration of both benefits and drawbacks.</p> <p>Award 3 marks if candidate has made a judgement from valid reasoning of benefits and drawbacks but with no analysis.</p> <p>Award 4 marks if candidate has made a judgement from valid reasoning of benefits and drawbacks with analysis.</p>
				[Total: 10]

Question number	Maximum marks	Rationale	Marking guidance	Mark allocation
5a	8		<p>The letter should contain the following items:</p> <ol style="list-style-type: none"> 1 today's date 17 June 2010 or 17/06/10 or any acceptable format positioned to the top of the letter on left hand side (may be above or below item 2) 2 customer's name and address (correctly transcribed and positioned to the top left – may be above or below item 1 but must be above item 3) Robert Calvert OR Mr R Calvert 21 Lockheed Drive Exeter EX30 1ZZ 3 appropriate salutation (Dear Mr Calvert/Dear Sir/Dear Robert) DNA Dear Mr Robert Calvert (must lie below items 1-2 and above items 4-8). 4 appropriate reference to previous correspondence 5 reference to new website being able to take on-line bookings 6 correct inclusion of the website address (must be transcribed 100% correctly) www.galaxy-screens.co.uk 7 appropriate closing sentencing (full sentence not phrase) 8 complimentary close that matches salutation (Yours sincerely for Dear Mr Calvert or Yours faithfully for Dear Sir). Award only if the salutation mark is awarded. <p>Practice scripts will be used to provide exemplification as to how marks will be awarded.</p>	<p>1 mark for each of eight correct items.</p> <p>If there is no work in the required answer frame or the work has been crossed out then mark any work in the drafting space.</p>
5b	1	The question refers to spell-checking only – this is deliberate, to enable candidates to discuss grammar checking	<p>Possible drawbacks:</p> <ul style="list-style-type: none"> • it only checks spelling errors • does not check grammar/neatness/layout, etc. 	1 mark for a valid drawback.

Question number	Maximum marks	Rationale	Marking guidance	Mark allocation
		as a separate activity.	<ul style="list-style-type: none"> the user still needs to exercise judgement and decide if any of the alternatives offered are suitable you still need to know how to spell when using a spell-checker! could be set to American or other non-UK English system does not recognise incorrect use of homophones (e.g. their, there) does not recognise proper nouns does not recognise correctly spelt but misused words eg “the” for “then” does not recognise foreign language words eg foreign film titles 	
5c	4	There are benefits (mainly paper/postage savings) as well as drawbacks (cost of setting up email system, collecting email addresses, customers who prefer not to receive emails). Businesses have not generally adopted this policy, so it must be assumed they perceive drawbacks to outweigh benefits.	<p>Possible benefits:</p> <ul style="list-style-type: none"> less paper generated fewer printers needed lower postage costs less likely to receive letters through the post <p>Possible drawbacks:</p> <ul style="list-style-type: none"> need to collect email addresses customers may prefer not to receive letters by email need to set up a dedicated email system <p>Example response: I do not think the business should adopt this policy. Although there are benefits such as cost savings (L1), due to less money being spent on stamps (L1), many customers will object to receiving letters this way (L1), perhaps because they do not want to give the business their email address (L2). 4/4.</p>	<p>Level 1 (1-2 marks): Partial or one-sided analysis, e.g. by identifying/analysing only benefits or drawbacks.</p> <p>Level 2 (3-4 marks): Judgement based on a consideration of both benefits and drawbacks.</p> <p>Award 3 marks if candidate has made a judgement from valid reasoning of benefits and drawbacks but with</p>

Question number	Maximum marks	Rationale	Marking guidance	Mark allocation
				no analysis. Award 4 marks if candidate has made a judgement from valid reasoning of benefits and drawbacks with analysis.
				[Total: 13]

Question number	Maximum marks	Rationale	Marking guidance	Mark allocation
6a	4	<p>Candidates are likely to discuss data security issues.</p> <p>The scenario states that the use will be at lunchtime, so there will not be any implications for work rate/productivity, so DNA answers that discuss how it is a distraction from work.</p>	<p>Yes, because:</p> <ul style="list-style-type: none"> • they will be less likely to use it when they should be working • it is their time, not the businesses • it does not cause disruption to work • it will make them feel trusted • it will improve motivation <p>No because:</p> <ul style="list-style-type: none"> • data security issues including viruses, unauthorised file transfers • may carry out illegal/dubious activities • may download large files/data storage issues • may slow down the network <p>NB One sided answer maximum 2 marks.</p> <p>Example answer: It is not a good idea. This is because staff might download lots of files like video or computer games (L1). This could disrupt the network (AN), for example by putting viruses onto the network (AN). On the other hand it is their free time so as long as they do not do anything wrong they should be allowed to use it (L2).4/4</p>	<p>Level 1 (1-2 marks): Partial or one-sided analysis, e.g. by identifying/analysing only benefits or drawbacks.</p> <p>Level 2 (3-4 marks): Judgement based on a consideration of both benefits and drawbacks.</p> <p>Award 3 marks if candidate has made a judgement from valid reasoning of benefits and drawbacks but with no analysis.</p> <p>Award 4 marks if candidate has made a judgement from valid reasoning of benefits and drawbacks with analysis.</p>
6b	4	<p>Weaker responses may confuse staff-consultative committees with trade unions.</p>	<p>Possible benefits:</p> <ul style="list-style-type: none"> • improved working relations • can receive information from employees • employees less likely to consider joining a trade union 	<p>1 mark for each of two benefits to the business and up to 2 marks for explanation (could</p>

Question number	Maximum marks	Rationale	Marking guidance	Mark allocation
			<ul style="list-style-type: none"> less industrial action problems can be resolved, increasing efficiency <p>Benefits must be for the business.</p> <p>The frame is there to help the candidate but not restrict the examiner, therefore award benefit/explanation wherever seen.</p> <p>Do not award headlines, a benefit must be stated eg do not award “motivation” but award “improves motivation because ...”.</p> <p>Examples: The business can find out the views of workers (1). This will help it to make better decisions (E).</p> <p>Workers will feel involved in the running of the business (E) resulting in less industrial action (1) which will result in higher profits for the business (E).</p>	be given for a single point).
6c	6+2	<p>The bonus scheme has been defined in the question, so do not accept answers which discuss a different type of payment/reward system such as commission. Weaker responses will discuss the impact on employees, only accept this if there is a clear link to the business impact.</p> <p>The question does not state what other bonus systems are in place, but it is reasonable to think candidates will consider the possibility that there are no</p>	<p>Possible benefits:</p> <ul style="list-style-type: none"> improved output/profits... ...as staff work harder/better in order to achieve the bonus motivates workers leads to higher work rate/improved performance/improved retention will not pay the bonuses if the performance not achieved (unlike salary payments) set by manager so more likely to be realistic <p>Possible drawbacks:</p> <ul style="list-style-type: none"> managers may set unrealistic targets... ...which demotivates staff... 	<p>Level 1 (1-2 marks): Relevant benefits/drawbacks are identified.</p> <p>Level 2 (3-4 marks): Relevant benefits/drawbacks are analysed.</p> <p>Level 3 (5-6 marks): Relevant benefits/drawbacks</p>

Question number	Maximum marks	Rationale	Marking guidance	Mark allocation
		schemes for non-head office staff.	<ul style="list-style-type: none"> resulting in less effective performance non-head office staff may be resentful cost of paying the bonuses <p>Improvements/alternatives:</p> <ul style="list-style-type: none"> someone other than (or alongside) the manager to set the targets extend scheme to all staff <p>Example answer: Benefits include the fact (sic) that it will make staff work harder (L1) as they try to earn the bonus. This will improve the performance of the business (L2), increasing its profits (L2). On the other hand, the scheme will cost money (L1) and so will reduce profits (L2). I think the business should go ahead with the scheme (<i>not yet</i> L3) but only if it thinks it will increase profits by doing so (L3). 5/6</p> <p>QoWC Candidates will be awarded marks for the quality of written communication according to the following criteria.</p> <p>Ideas are expressed clearly, fluently, legibly and in an appropriate way. There are few errors in spelling, punctuation and grammar (2).</p> <p>Straightforward ideas are expressed relatively clearly, legibly and appropriately. There may be some errors of spelling, punctuation and grammar, but these do not obscure the meaning of the answer (1).</p> <p>Candidate fails to reach the threshold standard in all</p>	<p>are evaluated. OR Candidate suggests an improvement with reasons why it overcomes previously considered drawbacks.</p> <p>Quality of Written Communication (QoWC) 0-2 marks according to the guidance in the preceding column.</p>

Question number	Maximum marks	Rationale	Marking guidance	Mark allocation
			respects (0).	
				[Total: 16]

Question number	Maximum marks	Rationale	Marking guidance	Mark allocation
7a	2	The stem specifically states that the network manager already has measures to prevent unauthorised access to the network. This question tests understanding of measures to prevent existing network users from gaining access to the data.	<p>Possible methods:</p> <ul style="list-style-type: none"> • encryption of data/file • password protection of document (to prevent unauthorised opening and hence viewing) • restricted access rights • putting the file on a restricted server or network drive • <u>internal</u> firewalls <p>Do not credit measures designed to prevent unauthorised access to the network (e.g. usernames, firewalls, locked doors) as these are outside the scope of the question.</p>	1 mark for each of two valid measures.
7b	3	This tests understanding of the Data Protection Act, specifically the circumstances which have to be met before personal data can be released to a data subject.	<p>Requirements are:</p> <ul style="list-style-type: none"> • the data subject must prove their identity • the request must be in writing • a fee (if requested) must be paid • the rights of other data subjects must not be compromised 	1 mark for each of three valid circumstances.
7c	1	blind carbon copy means that each recipient of a message copied to multiple addresses will be unable to view the other email addresses.	<p>Privacy is protected because each recipient only sees that the message has been sent to them.</p> <p>We can expect a variety of attempts to describe this point. Award the mark if the essence has been given (multiple addresses in the bcc box, but each recipient just sees 'their' address in the 'To' line).</p>	1 mark for a valid answer.

Question number	Maximum marks	Rationale	Marking guidance	Mark allocation
7d	2	<p>An email signature is a standard block of text that is automatically included at the end of a message. It normally contains the sender's contact details, but can instead/in addition include general company information and/or messages such as security information or disclaimers regarding the contents of the message.</p> <p>It is NOT a scanned image of the sender's signature as used on a letter.</p>	<p>Benefits:</p> <ul style="list-style-type: none"> • can include contact details...making it easier for the recipient to contact the organisation • can improve corporate image • protects the organisation from any views expressed in the email it disagrees with • provides additional information, e.g. marketing/advertising. • saves time writing the details out each time <p>Do not accept "more professional"</p> <p>DNA answers which relate to digitally signed documents and files transferred.</p> <p>Allow responses that are based on the specific signature in the question.</p> <p>Eg company information can be given (1) such as the website address (1).</p>	1 mark for a valid benefit and 1 mark for an explanation.
				[Total: 8]

Question number	Maximum marks	Rationale	Marking guidance	Mark allocation
8a	1		<p>Copyright, Designs and Patents (Act).</p> <p>All elements (except “Act”) must be present to award the mark.</p> <p>Examples: Copyright Act (0). Copyright and Patents Act (0) Copyright, Patents and Designs Act (1). Copyright, Designs and Patents (1)</p>	1 mark for the correct answer.
8b	3	The question tests knowledge of the actions carried out as part of a software audit, not the purpose of the audit.	<p>Actions:</p> <ul style="list-style-type: none"> • log all software on the network • check whether it has the correct licence • delete illegal/pirated software • purchase additional licenses <p>Do not accept “check software” unless qualified. Do not accept “ensure latest version is on network” as the question relates to the legitimacy of the software.</p>	1 mark for each of three valid actions.
				[Total: 4 marks]

Question number	Maximum marks	Rationale	Marking guidance	Mark allocation
9a	2	<p>There are two main types of checking/testing of a presentation designed for a specified audience:</p> <ol style="list-style-type: none"> 1. check the presentation for technical errors e.g. spelling mistakes and that hyperlinks, animations and transitions work as intended. These tests can be carried out by the creator. 2. check that the message, tone and content are appropriate for the audience. This includes judgements such as the speed to assign to animations/slide transitions. These tests should not be carried out by the creator but by a third party, ideally sample members of the potential audience. <p>This question is aimed at A grade candidates; as such we should expect only a minority of candidates to achieve full marks.</p>	<p>Tests:</p> <ol style="list-style-type: none"> 1. check the document for errors, (e.g. spelling, grammar, transitions, animations etc.) 2. seek third-party feedback (for suitability of content, appropriateness of message, visibility etc.) <p>1 mark for an action but treat as repetition two actions from the same category.</p> <p>E.g. “check for errors” = 1 mark. “Check for errors such as spelling (1) and transitions (REP)”</p> <p>E.g. “show it to another person” = 1 mark. “Show it to a member of the audience (1) and a manager (REP)”</p> <p>Eg “get if viewed by Jackie to check if it is ok” (1)</p>	1 mark for a valid action from each category.
9b	6	<p>This has been deliberately phrased in a broad manner to capture knowledge of both/either:</p> <ul style="list-style-type: none"> • using a visual accompaniment to a verbal talk • having an accompaniment that relies on technology (computer, software, projector). <p>It is unlikely that many candidates will cover both areas though – we will not</p>	<p>Benefits:</p> <ul style="list-style-type: none"> • can use multimedia elements... • ... which enrich the speaker’s message • can make talk more interesting • can capture/keep audience attention • can reuse presentation on other occasions • can edit the presentation for future use • can copy the file to others, e.g. audience, other speakers 	<p>Level 1 (1-2 marks): Relevant benefits/drawbacks are identified.</p> <p>Level 2 (3-4 marks): Relevant benefits/drawbacks are analysed.</p> <p>Level 3 (5-6 marks):</p>

Question number	Maximum marks	Rationale	Marking guidance	Mark allocation
		penalise them if they don't.	<p>Drawbacks:</p> <ul style="list-style-type: none"> • can 'drown out' the key message • can be a distraction • poor quality presentations can detract from message impact • reliance on technology (e.g. compatible software, projector working, bulb blowing etc. • may need to take own laptop/projector – heavy, expensive, risk of losing/damaging <p>Only accept responses which discuss the benefits and drawbacks to the presenter not the audience. Give benefit of doubt unless it is clear that the audience perspective is being discussed.</p> <p>Do not accept points that relate to the preparation and creation of the presentation because the stem states that the candidate created this and not Jackie.</p> <p>Example: Slide shows are good because they can make the talk more interesting (L1), for example, by including sound and video (L2). This helps to keep the audience's attention (L2) meaning they learn more about what you are trying to say (L2). On the other hand, they can distract from the main message (L1) because the audience end up laughing at the animations and ignore what you are trying to say (L2). On the whole, I think they are good (<i>not yet</i> L3) because they help to keep your audience listening and concentrating (L3). 5/6</p>	Relevant benefits/drawbacks are evaluated.
9c	2	As well as ensuring consistency of messages, an effective house-style helps	<p>Benefits:</p> <ul style="list-style-type: none"> • all corporate communications will have a 	1 mark for each of two valid benefits to

Question number	Maximum marks	Rationale	Marking guidance	Mark allocation
		<p>to reinforce key marketing messages, for example the use of colour, font and language help to reinforce the image that the business wishes to present of itself. In the case of a cinema, this is likely to be one that it knows will be attractive to young cinema goers.</p> <p>We have previously tested house-style and corporate image separately, this time we are putting them together to test if candidates can make the link between the two.</p> <p>Weaker responses will state the features of a house-style – this must not be credited.</p>	<p>consistent style</p> <ul style="list-style-type: none"> the business will have an improved corporate image the business will have an improved marketing profile simpler for creators/presenters to use pre-set styles develops brand awareness makes the business more recognisable <p>Do not award “more professional” or “better reputation”.</p> <p>Example answers: The business will have a better corporate image (1)</p> <p>All messages will be consistent (1)</p> <p>Customers will more easily recognise the business (1)</p> <p>All communications will use the logo (0) – <i>a feature, not a benefit.</i></p>	<p>the business.</p>
				[Total: 10]

Question number	Maximum marks	Rationale	Marking guidance	Mark allocation
10a	2	Candidates with good knowledge of this question should gain full marks – but only a minority are expected to so do.	<p>Change: More hierarchical/taller structure/less flat/another tier/layer of management.</p> <p>Reason: Another layer of management has been added (this is a REP, if “another layer” has been given as the change).</p> <p>Accept a diagram or a discussion of how the hierarchy would operate – including channels of communication.</p>	1 mark for a valid change and 1 mark for a valid reason.
10b	6	<p>Candidates should know the term ‘on the job training’ and be able to consider its impact on the business.</p> <p>In this case the training is in using the computer system. Candidates may well recommend that this be done ‘off the job’ but using the computer system.</p>	<p>Possible benefits to the business of on-the-job training:</p> <ul style="list-style-type: none"> • cheaper than off-the-job training (DNA “cheap” unless this term is qualified/justified) • can learn exactly what is required • can carry out work whilst training • more productive whilst training <p>Possible drawbacks to the business of on-the-job training:</p> <ul style="list-style-type: none"> • employee might make mistakes whilst working • could be taught ‘bad’ working habits/practices • the cost of paying for a colleague to train the employee • the disruption it might cause to the workplace <p>Possible benefits to the business of off-the-job training:</p> <ul style="list-style-type: none"> • training delivered by an expert • fewer distractions than when working so learning more effective • new ideas can enter the organisation 	<p>Level 1 (1-2 marks): Relevant benefits/drawbacks are identified.</p> <p>Level 2 (3-4 marks): Relevant benefits/drawbacks are analysed.</p> <p>Level 3 (5-6 marks): A fully justified judgement with valid reasoning based on a two-sided discussion.</p>

Question number	Maximum marks	Rationale	Marking guidance	Mark allocation
			<p>Possible drawbacks to the business of off-the-job training:</p> <ul style="list-style-type: none"> • more expensive • need to pay training fees • need to pay travel expenses • need to pay for replacement staff • less applicable to the business and its computer systems <p>Example answer: If on-the-job training is used, then Ahmed can learn how to use the system for real (L1). This is better than learning to use a system that is different to the one he will be using because it will have different software on it (L2). On the other hand, he might get shown bad working practices (L1) which result in him doing the wrong things or making mistakes (L2). This could be very costly for the business (L2). On balance, I would recommend on-the-job training (<i>not yet L3</i>), as long as the business makes sure its not too disruptive (L3) because at least he gets to learn how to use a system he is actually going to use and this is better than being taught off-the-job when he might not be able to transfer his learning back into the workplace (L3). 6/6</p>	
				[Total: 8]

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